Analysis of Student Academic Resilience: A Study on Coping Stres and Self-Esteem

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Abstract

Final year students are in the age range of 20 to 25 years. These final year students often find conditions that are not pleasant for them because they are in preparation for writing a thesis which they feel is the most challenging and very complicated task. The struggle to compose a thesis is not as easy as working on a report from a particular course. Writing a thesis requires intention, motivation to learn, enthusiasm for learning, hard work, and requires support from the closest people such as family, friends, which in the end, if there is a collision without anyone accompanying it, will cause stress where stress is a condition or condition of a person feeling depressed because of a lot of stress. demands both from within and from outside the individual that must be met. The title of the thesis and the content of the discussion must be in sync or in accordance with the research results. The university strongly demands that students be creative and wise in compiling theses and assignments as an obligation for students sitting on the final level lecture bench. The purpose of this study is to analysis of student academic resilience, a study on coping stres and self-esteem. This type of research is quantitative research. The population in this study was 468 people. Based on the calculation of the formula, the minimum sample of the study amounted to 83 people. This research uses multiple linear regression model. The results showed that coping stress has a positive and significant effect on academic resilience. Self-esteem has a positive and significant effect on academic resilience.

I. Introduction

Final year students are in the age range of 20 to 25 years. These final year students often find conditions that are not pleasant for them because they are in preparation for writing a thesis which they feel is the most challenging and very complicated task. The struggle to compose a thesis is not as easy as working on a report from a particular course. Writing a thesis requires intention, motivation to learn, enthusiasm for learning, hard work, and requires support from the closest people such as family, friends, which in the end, if there is a collision without anyone accompanying it, will cause stress where stress is a condition or condition of a person feeling depressed because of a lot of stress. demands both from within and from outside the individual that must be met. The title of the thesis and the content of the discussion must be in sync or in accordance with the research results. The university strongly demands that students be creative and wise in compiling theses and assignments as an obligation for students sitting on the final level lecture bench.

According to Sarafido in Ijanani (2019) coping with stress is a process in which individuals make efforts to manage situations where it is perceived that there is a gap between effort and ability which is considered to be the cause of the emergence of stressful situations. So it can be concluded that coping stress is an effort in responding to and dealing with a condition that suppresses and exceeds the limits of the individual's ability, coping can also be defined as an attempt to change the behavior and cognitive of the individual constantly to control the demands internally and externally specifically, which is assessed as a burden or something that exceeds the ability of a person to accept pressure Cassidy (2015) it can be explained that coping is an effort that is healthy or unhealthy, positive or negative, conscious or unconscious effort, to prevent, eliminate, or reduce stressors, or provide resilience caused by stress.

Cognitive strategies are carried out to deal with stress and find good steps in dealing with stress by modifying, changing, or minimizing threatening situations. Problem-focused coping strategies are usually used to overcome problems that may be controlled by individuals (Cassidy, 2015). This coping strategy is defensive, because the individual responds to stress emotionally. By seeking social support, individuals who use emotional coping strategies focus more on efforts to reduce negative emotions when faced with stress.

Another thing that is often felt by final year students is the condition of self-esteem where the level of tendency of attitudes, ideas, self-evaluation, history, mental processes, and positive behavior is also often felt. Self-esteem relates to many aspects of thinking, emotion and behavior that are often considered a core part of understanding the individual.

Self-esteem refers to a specific object, namely self. Each characteristic of the self and the results of the estimated characteristics are evaluated. Each element of the self is evaluated based on an assessment developed during childhood through adolescence. Reciprocity from others is especially significant for others, which then becomes an important element in self-esteem that will be related to the student's academic resilience (Yulanda, 2017). Self-esteem is the level of tendencies toward positive attitudes, ideas, self-evaluations, history, mental processes, and behavior. Self-esteem relates to many aspects of thinking, emotion and behavior when it is often considered as a core part of understanding the individual.

Understanding self-esteem according to Cahyani and Akmal (2017), he said that self-esteem is an individual's assessment of the results achieved by analyzing how far the behavior meets his ideal. It can be interpreted that self-esteem describes the extent to which the individual assesses himself as a person who has ability, meaning, value, and competence.

Resilience is a psychological construct proposed by behavioral experts in an attempt to determine, define and measure an individual's capacity to survive and thrive in stressful conditions and to determine an individual's ability to recover from stressful conditions (Amelia et al., 2014). Resilience is a capacity that is universal and with this capacity, individuals, groups or communities are able to prevent or minimize or resist harmful effects when they experience disaster or misfortune. According to him, resilience is also influenced by many factors, including external support, personal strength that develops in a person and the social abilities of final year students in undergoing the lecture process to compose a thesis as the final project of the lecture process that he has taken.

With regard to the above, based on interviews and phenomena in the field, there are many students who experience coping stress in completing their thesis according to the results of the interview. This is due to several factors, such as the difficulty of meeting supervisors to consult about the title of the thesis, they also often experience changing the

title of the thesis. by the supervisor, feeling nervous and afraid to face the supervisor, fear of being scolded, difficulty finding references, confusion in using data processing methods and others that cause them stress, eventually delaying the completion of the thesis, for students who have a tendency to have positive self-esteem then they can get through it well, but for students who have a tendency to have negative self-esteem, it will be an obstacle for them to complete their thesis on time, as is often found in the field.

The purpose of this study is to analysis of student academic resilience, a study on coping stres and self-esteem.

II. Review of Literature

2.1 Academic Resilience

Academic resilience is the ability of students to achieve academic success even in the midst of stressful situations that prevent them from succeeding (Desmita, 2009). Resilience is defined as a process of, capacity for, or outcome of successful adaptation despite challenging or threatening situations.

Resilient people are those who have character that can help them adapt successfully and even thrive in the midst of challenges.

Resilience is one of the characteristics that enable academic achievement and that distinguishes successful and unsuccessful individuals. In the academic context, resilience is characterized by students who have the ability to reverse academic failure and achieve success even though other things perform poorly and fail, where this ability is called academic resilience. In addition, academic resilience can also be interpreted as a person's ability to effectively deal with falls, stress or pressure in academic settings.

Academic resilience is a more specific form of individual psychological resilience. Academic resilience was created to offer greater prediction and assessment of resilience research that is closely related to individuals. Academic resilience is primarily related to resilience in the context of education and is defined as the capacity to overcome difficulties in the educational development of students.

Although there are many students who have poor performance and continue, but there are also many students who have managed to reverse their academic failures, become developed and continue to experience growth despite experiencing difficulties, this is what proves the existence of academic resilience. Students who have resilience are students who are able to adapt to difficulties, succeed, and achieve high academic achievement.

2.2 Coping Stress

Coping is an individual's effort to react to the difficulties faced, both external and internal difficulties. Coping according to the characters has many meanings. Coping itself is an effort or action, but there is also a dynamic process, where the process takes place continuously and for a long period of time. Although different, these three theories have the same meaning that aims to overcome the problem or source of the stressor. Therefore, it can be concluded that coping is an effort or action taken either in a long or short period of time to overcome the problem or situation at hand.

Stress is a condition that can lead to tension, and some argue that stress is an adaptation process. Although different opinions, basically the above figures have the same view. Therefore, it can be concluded that stress is a condition that can lead to tension and a feeling of discomfort when dealing with it.

According Fadhilah (2014) coping with stress is an action or effort taken to overcome stress, which can be done both consciously and unconsciously. Coping stress is

defined as cognitive and behavioral adjustment to a better state, reducing and tolerating existing demands that cause stress. Coping stress put forward by the characters have the same mindset, which is both an action or an effort to deal with stress. The effort made can also be conscious or unconscious in accordance with cognitive and behavioral actions to get better results.

2.3 Self-Esteem

Self-esteem is a person's thoughts, feelings, and views on themselves. In a way, self-esteem is based on how much someone values, approves, values, and likes themselves.

Healthy self-esteem is an important psychological resource because it has many roles in life. Its influence on achievement, the relationships we establish, to the sense of satisfaction with ourselves. Having low self-esteem or low self-esteem can make a person depressed, not develop their potential, and even fall into a toxic relationship or abusive relationship. While self-esteem that is too high can lead to arrogance and an inability to learn from mistakes.

III. Research Method

This type of research is quantitative research. Quantitative research is a systematic scientific study of the parts and phenomena and the causality of their relationships. The purpose of quantitative research is to develop and use mathematical models, theories and hypotheses related to natural phenomena (Asyraini et al., 2022; Octiva, 2018; Pandiangan, 2015).

Population is a collection of objects or objects that will be generalized from the results of research (Octiva et al., 2018; Pandiangan, 2018). The population in this study was 468 people. The sample is part of the population whose characteristics are to be studied (Octiva et al., 2021; Pandiangan et al., 2021; Pandia et al., 2018). Based on the calculation of the formula, the minimum sample of the study amounted to 83 people.

This research uses multiple linear regression model. Multiple linear regression is a regression model that involves more than one independent variable (Pandiangan et al., 2022; Tobing et al., 2018). Multiple linear regression analysis was conducted to determine the direction and how much influence the independent variable has on the dependent variable (Jibril et al., 2022; Pandiangan et al., 2018; Pandiangan, 2022).

IV. Results and Discussion

4.1 Respondent Profile

The profile of respondents in the study aims to see the description or condition of the respondents being studied. Based on the distribution of as many as 83 final project students, the sample in this study was 83 respondents, researchers got an overview of the respondent's profile and other data.

Most of the respondents found in this study were 45 years old 22 years old (54%) and the fewest respondents were 24 years old, as many as 2 people (3%).

Respondents who were mostly found in this study were 63 women (76%) and the fewest respondents were men, as many as 20 people (24%).

The most frequently encountered respondents in this study were the class of 2018 as many as 76 people (91%) and the fewest respondents encountered were the class of 2016 as many as 2 people (3%).

Most of the respondents in this study were GPA 2.75 – 3.49 with a total of 62 respondents (74%) and the fewest respondents were < 2.74 years, namely 2 people (3%).

4.2 Partial Hypothesis Test (t Test) Results

The partial hypothesis is needed to determine the extent of the relationship between one variable and another, whether the relationship influences each other or not. In this study, the t-test is as follows:

Table 1. Partial Hypothesis Test (t Test) Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.336	.089		3.768	.000		
	Coping Stres	.703	.048	.785	14.537	.000	.250	3.995
	Self-Esteem	.199	.052	.208	3.851	.000	.250	3.995

a. Dependent Variable: Academic Resilience
Source: Research Results

The results showed that coping stress has a positive and significant effect on academic resilience. Self-esteem has a positive and significant effect on academic resilience.

V. Conclusion

The results showed that coping stress has a positive and significant effect on academic resilience. Self-esteem has a positive and significant effect on academic resilience.

Based on the results of the study, the researchers suggest are as follows:

1. Judging from the results of this study, in order to further reduce the stress on each student, it is hoped that the supervisor will have more ability to deal with students so that they can feel comfortable and close to their respective supervisors so that they are able to control the fear of misgivings. arise in each of them.
2. In terms of self-esteem, the sense of self-esteem possessed by students who are in this guidance process, it is hoped that the supervisory lecturer will further increase the motivation of his guidance so that they feel cared for in order to carry out thesis guidance with their respective supervisors.
3. Academic resilience is the ability of students to achieve academic success even in the midst of a stressful situation and prevent them from being successful. Therefore, a supervisor must be able to create a conducive atmosphere while dealing with and guiding student guidance so that the guidance student feels comfortable without feeling pressured. and the feeling that they did not enjoy discussing it with their supervisor..

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